DOCUMENT RESUME

ED 297 922 RC 016 732

AUTHOR Edmonds, E. L.
TITLE The Small Rural Schools of Prince Edward Island.
PUB DATE [81]
NOTE 40p.; Appendix may not reproduce well.
PUB TYPE Reports - Descriptive (141) -- Historical Materials (060)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Environment; Consolidated Schools; Educational Facilities; Elementary Education; *Elementary Schools; Foreign Countries; Institutional Characteristics; Multigraded Classes; *Rural Schools; *School Attitudes; *School Closing; School Surveys; *Small Schools; Student Attitudes; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS *Prince Edward Island

ABSTRACT

In 1973, there were 56 one- and two-room elementary schools in Prince Edward Island (Canada). As part of a descriptive survey of these schools, now closed by consolidation, researchers visited each school in 1973 and recorded details of the buildings, facilities, and school organizations. Teachers from 47 schools and their 737 students in grades 4-8 completed questionnaires assessing their opinions of the learning environment in their schools. Most schools were one story, wooden structures on concrete foundations, located in the countryside near villages and heated by oil space heaters or furnaces. Only 22 had cold running water and only 16 had telephones, whereas 9 lacked electricity. Playgrounds were relatively undeveloped, with little equipment. Most teachers were women and had qualifications equal to provincial averages; over half were below age 40 and had at least 10 years experience. Teachers treated the small school as superior to larger schools in the areas of student learning, interpersonal relationships, and classroom discipline, and inferior in the areas of instructional resources and extracurricular activities. Students rated their classrooms as high in social cohesiveness and competition. The document asserts that the results disprove many preconsolidation claims made against small schools by the provincial Department of Education. The report includes one vision of the ideal three classroom school, and 76 references. (SV)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED297922.

# THE SMALL RURAL SCHOOLS OF PRINCE EDWARD ISLAND

Professor E.L Edmonds

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E.L. EDMONDS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC 016732

# THE SMALL RURAL SCHOOLS OF PRINCE EDWARD ISLAND

## TABLE OF CONTENTS


Page No.

Introduction . . . . . 1

Before 1973

The Foundation Plan . . . . . 2
Procedures. . . . . 3

Summary of Findings

The Buildings . . . . . 6
Facilities. . . . . 6
Playgrounds . . . . . 7
The Students. . . . . 8
The Teachers. . . . . 9
Certification Levels of Training. . . . . 10
The Supervising Principals. . . . . 11

The Learning Environment

Teachers' Opinions. . . . . 13
Students' Opinions of the Learning Environment. . . 14
Student Perceptions in Larger Schools . . . . . 15
An Inspectorial Comment . . . . . 16

General Conclusions. . . . . 17

The Small School: An Alternative to Consolidation . . . 20

Small Schools: An Argument Continued. . . . . 25

Epilogue . . . . . 28

Appendix . . . . . 31

Bibliography . . . . . 32

# THE SMALL RURAL SCHOOLS OF PRINCE EDWARD ISLAND

## INTRODUCTION

> *The countryman must make up his mind now whether he thinks the smaller village school should be closed or should enter into a new and brighter period of its history. For once this village institution disappears, it will never be possible to restore it.*
>
> Roland Bailey, "The Crisis of the Rural School," National Society S.P.C.K., 1955, p. 84.

Twenty-five years later, the die has been cast: whether by accident or design or simply in a fit of forgetfulness, Britain has allowed hundreds of small rural schools to be closed. Much the same pattern is to be traced the world over, and none more discernible than in the case of Prince Edward Island.

This paper consists of a descriptive survey of the remaining 56 one-and-two-room schools which were still open in P.E.I.'s centennial year, 1973, together with some observations on the effects of closure.

## BEFORE 1973

> *"We shape our buildings and thereafter they shape us."*
>
> Sir Winston Churchill

Prince Edward Island first began consolidation of its 450 small rural schools as long ago as 1904. But, as with so many other things on the Island, progress was never hurried and until the 1960s, consolidation usually appeared in the form of two amalgamated school districts, each having a small student population. Tacit consolidation often took place in other areas, when the rate-payers saw it fit to transport their children more conveniently to a neighbouring district. This occurred in several areas, but it was often only

a temporary measure, subject to review - and indeed to occasional reversal - on the part of the rate-payers. One of the more tragic casualties of this "stop-go-stop" process was the MacDonald Consolidated Elementary School after 1908.

The fragile nature of such amalgamation of districts is well illustrated some forty years later. L.W. Shaw, Deputy Minister and Director of Education for the Province, noted in his report for 1949:

> *the principle of the large unit of administration has gone beyond the experimental stage. In other words, it works. Legislation has been provided to enable the Minister to establish such larger units. One unit is now in operation.*

Notwithstanding, the amalgamation to which he refers, namely the six school districts on the southern boundaries of Charlottetown, was by no means as permanent as he might have wished, for these same districts returned to their individual district boards by 1956.

A more definite thrust throughout the province in favour of consolidation was apparent in the mid-1960s; but in 1969, there were still 60 two-room rural schools and 150 one-room schools. It was only with the formulation and implementation of the "Foundation Plan" on the Island that a more sustained impetus was to be given to closure of the small schools in favor of the larger, consolidated, elementary school.

## THE FOUNDATION PLAN

To describe this plan in detail would throw completely out of focus the main purpose of this paper, but briefly six goals must be identified:

1. The re-organization of provincial education financing, and full administrative integration of this system as a whole for all schools in the province.

2. Simplifying of the existing administrative structure of education on the Island by reducing 217 local education authorities to 5 regional units.

3. Co-operation between the new school boards and the Department of Education. This was intended to produce a network of consolidated elementary schools across the Island, together with additional comprehensive intermediate schools, or junior high schools (Grades 7, 8, 9), and senior high schools (Grades 10, 11, 12).

4. An ambitious program of upgrading, in-service training policies envisaged and implemented by the Department of Education in consultation with the school boards. A first manifestation of this was "the block program," comprising four consecutive summer school programs, sponsored, financed, and accredited by the Department of Education for licensing purposes.

5. Commitment to appraisal and improvement of curriculum in the schools, with particular reference to encouragement of innovative teaching methods such as continuous progress, team-teaching, integrated curricula, non-grading, individualized instruction, and independent study.

6. A fresh salary structure was to be negotiated between the Prince Edward Island Teachers' Federation and the Department of Education which would bring the salaries and fringe benefits of teachers on the Island more into line with those paid to teachers elsewhere in Canada.

The five new regional boards, mentioned above, came into existence the first of July, 1972.

It should therefore be observed at once that the descriptive survey was undertaken after the small rural schools had been under the regime of the five school boards for two years. This, however, did not change the existing commitment to policies of closing the small schools; and by July, 1976, almost every one of the schools had been closed, and the pupils bussed daily into regional, consolidated, elementary schools, often sited and built with this purpose in mind.

## PROCEDURES

An investigative study was devised by Dr. Frederic Bessai of the University of Regina, and myself.

In September of 1973 after the many facilitating permissions had been obtained, each school was visited and details of the buildings and grounds, facilities and school organizations were recorded. Some weeks later two questionnaires were sent to the schools. One,

which was filled out by the teachers, consisted of nine major sections and asked for data on the professional background of the teachers, student enrolments, teaching methods, instructional resources, methods of evaluation and reporting and the teachers' overall opinions of the learning environment in a small school. A second questionnaire entitled "My Class" was adapted from an earlier research instrument developed by Dr. G. J. Anderson. It consisted of 40 items with eight items devoted to each of five variables. The items consisted of sample statements about the class such as "Pupils enjoy their school-work" and students were asked to score the item as yes, maybe, and no, in accordance with their opinions. An answer of yes received a score of 2, an answer of maybe a score of 1, and no received a zero score. The questionnaire was designed generally to assess the social learning climate of each classroom; it measured students' opinions about school and some of their attitudes toward the school experience. The variables measured were as follows:

1. Satisfaction. This is the extent to which students enjoy their school work and school experiences generally. It is a global variable which measures a broad affective response to their overall experiences at school. Basically the items here were worded in such a way as to find out whether the children liked school.

2. Friction. This is the extent to which students do not get a-long well with others, have frequent disagreements and do not make friends easily.

3. Cohesiveness. This is somewhat the opposite of friction and is the extent to which students are good friends, play well together and co-operate well in their work.

4. Competition. This variable is partly related to motivation and measures the extent to which students want to excel and make good grades in class. Some of the items were designed to measure the extent to which students were aware of having to compete for a desirable rank in class.

5. Difficulty. The degree to which students find their work hard to do and their lessons hard to understand.

The student questionnaires were to be filled out by all students in Grades IV to VIII, inclusive. Data were obtained from a total of 737 elementary students in these grades. Since it was not feasible to visit each school and to gather the data personally the questionnaires were mailed and follow-up letters were sent in the usual manner. Questionnaire returns were obtained from 56 teachers in 47 schools.

A third questionnaire designed to gather information from the supervising principals of the small schools was prepared and mailed in February, 1974. It contained items related to their backgrounds of experience and professional training, the frequency of visits to their schools and the amount of travel time involved. In order to get a composite picture of their duties and responsibilities, the principals were asked to rank ten duties in order of importance. Another item designed to measure their perception of a supervising principal's role asked them to rank order five duties expected of a supervising principal who is responsible for a number of small rural schools.

There were eight supervising principals in Units one to four (3 in Unit 1, 2 in Unit 2, 2 in Unit 3, and 1 in Unit 4, and none in Unit 5, the smallest Unit) and returns were obtained from all of them.

## SUMMARY OF FINDINGS

*"I desire you would use all your skill to paint my picture truly like me, and not flatter me at all; but remark all these roughnesses, pimples, warts and everything as you see me."*

Horace Walpole, Anecdotes of Painting, Chapter 12.

## THE BUILDINGS

Although most of the schools were named after the village nearest them, they were not situated in the villages but in the peripheral open country. All had grounds varying in size from approximately half to one and a half acres. Most of the grounds were roughly square in shape and usually adjacent to a public road. In very few instances was there a separate drive. Also, very few had shelter belts of trees. Quite a number had either a wooden or wire fence around them.

The school buildings themselves had a considerable range of architectural styles, depending on when they were built. Most of them were one-storey, wooden frame structures on concrete foundations.

It is not easy to generalize on floor plans. Most of the rooms had desks in clusters or in rows, grouped according to age and grade-level. With hardly an exception, student-desks were of the single unit type with attached chairs. Many also had drawers under the seat for storage of books and other study materials.

The majority of classrooms varied between six hundred and six hundred and fifty square feet. It is difficult to speak of an average or typical classroom in terms of learning space because so much depended on the number of students and furniture arrangements.

## FACILITIES

Most of the schools were heated by oil-fired space heaters or furnaces. Somewhat more than half of the schools (31) had basements, in which case they were furnace heated. Many of the space heaters had forced air facilities to improve the air circulation and heat distribution. A few schools in Unit 1 had coal and wood space heaters and two schools in Unit 4 had electric baseboard

heaters. Hot water was relatively rare; only four schools were equipped with hot water heaters. Twenty-two had cold running water. Many of these also had flush toilets. The majority of the schools had chemical toilets indoors and few had outdoor chemical toilets. It is interesting to note that of the sixteen schools that had telephones, ten were in Unit 1 and three in Unit 5. Unit 2 had only one school with a telephone. Nine schools had no electricity. Of the forty-seven with electricity, thirty had incandescent lighting fixtures and seventeen had fluorescent lights. There was a wide range in the quality of the lighting depending upon the adequacy of the artificial light and the amount of available window space. Many of the schools were oriented in such a manner that they did not make the best use of natural lighting. The major window spaces were not oriented toward the south and southwest but often to the north and northeast. Inasmuch as many of the buildings were built before 1940, the classrooms had higher ceilings than is common in the modern school. In these older buildings, electricity was installed after the building was complete and, thus, the fixtures were often too high from the desk tops in order to have maximum efficiency. This was most often a problem where there were incandescent bulbs. These were frequently mounted in sockets attached to the ceiling and seldom had reflectors and hence were not as effective as they might have been.

## PLAYGROUNDS

The playgrounds of most of the schools were relatively undeveloped by way of landscaping except for some grading in the driveway. The natural terrain was left intact. Most of them consisted of the natural grass; very few had been cultivated and seeded to

domesticated grasses. Some areas which were used by the children for different games such as soccer or softball were hardpacked soil and well-worn grass. Most of the grounds had little more than a few see-saws and some swings. In many cases, even these were absent or in a poor state of repair. Softballs, softball bats and soccer balls were the most common kinds of sports equipment. Improvisation, however, was not uncommon: games like hop-scotch, tug-of-war, and a locally invented game, "I declare war," were popular activities.

## THE STUDENTS

The teacher's questionnaire was completed by 47 schools containing a total of 1,327 students in grades I to VIII. Of these, the number of boys was 83 greater than the number of girls and in Grades I to VI, inclusive, there were more boys than girls. Proportionately small enrolments in Grade VII, and particularly in Grade VIII were due to consolidation at the junior high school level. Many students from these districts who were in Grades VII and VIII were travelling by bus to consolidated schools. The Grades VII and VIII students attending the small schools were drawn largely from the out-lying areas of Unit 4.

A comparison of enrolments by grade reflects a general trend of declining enrolments in the primary grades. There are, for example, nearly twice as many students in Grade IV as there are in Grade I. Province wide statistical studies of enrolments in the elementary grades reveal a similar but somewhat smaller decline.

Teachers' responses to the questionnaire item on travelling distances to school indicated that in over half the schools, 90% of the students lived more than a quarter of a mile from school. In about one-quarter of the schools 75% of the students had more than

a quarter mile to travel and in only two schools was this proportion less than 25% of the students. This is very much a reflection of a rural setting. The students come from families who live on the land and who have farming, fishing, and lumbering as a means of livelihood.

## THE TEACHERS

Information of the Teachers' Questionnaire was available from 56 teachers. Section II surveyed the characteristics of teachers. There were 48 women and 8 men which is a ratio of six to one in favour of women.

Nearly 40% of the teachers were below age 31 and well over half were below age 40. Only 16% were age 51 and over. In spite of the large numbers who were below age 31, over half the teachers had more than 10 years experience and only 13% had less than 2 years teaching experience. About 71% of the teachers had more than 5 years of teaching experience.

Item 4 of this section of the questionnaire surveyed the amount of experience which teachers had in larger Canadian schools. Of the 55 who responded to this item, 39 had no such experience, 8 had less than two years and the remaining 8 had between three and ten years of experience in a larger school. None had ten years or more.

Item 5 gives some indication of the teachers' tendency to remain in one school. Of the 54 who responded to this item, 11 were in their first year, 25 had taught between two and four years in the same school, 10 had taught between 5 and 10 years in the same school and 8 had been in the same school for more than ten years. Without comparable data from other teachers in the province it is difficult to give a relative assessment of the rural teachers' mobility as a group. The data gives some indication, however, that a good proportion tend to stay in one

*school for two or more years.*

## CERTIFICATION LEVELS AND TRAINING

The information on certification levels and training was available from 53 teachers. Approximately 62% of the teachers had either two or three years of training, 17% had one year of training, and another 17% had four or more years of training. By certification levels, about 66%, or two-thirds of the teachers, held provincial certificates 2 or 3, and just over 11% were in each of the certificate 4 and 5 or 5A categories. Six teachers had provisional licenses; the majority of these had more than one year's training.

The certification levels of the small-school teachers were then compared with those of the approximate total of 1,572 teachers in Prince Edward Island during 1972. Over 11% of the teachers in the one- and two-room schools held certificate 5 or 5A, whereas approximately 3% of teachers in the province were in this category. The higher proportion of certificate 4 teachers in the provincial figures as compared to the sample of small school teachers must be interpreted in the light of the fact that the provincial figures include the junior and senior high school teachers.

The certificate 3 category again revealed that there were proportionately more teachers in the small schools who have this level of certificate. In the total teaching force of the province just over 10% held a certificate 3 in 1972, as compared to 32% in the small school sample. The percentages in the provincial license category again show a much higher proportion at the provincial level than they do in the small school sample.

The evidence shows conclusively that the one- and two-room rural

schools were not staffed by under-qualified teachers when compared to the general certification levels of the teachers in the province.

## THE SUPERVISING PRINCIPALS

As stated earlier, all of the eight principals of the rural schools in the study responded to their questionnaire. All were men, five of whom were age 40 or less and five also had teaching experience in a one-room school. All but one had previous experience as a principal of a larger elementary school; the remaining one had 17 years of experience as a principal of a junior-senior high school. Six held two bachelor's degrees and held certificates 5 or 5A. Two of the principals visited their schools once a month, four once every two weeks, one once a week and one more often than once a week. The majority of them (five) spent between 5 and 7 hours a week travelling to and from their schools. The remainder of the group spent under five hours a week in the classrooms of their schools, the remaining three spent somewhat less than 10 hours.

One section of the questionnaire sent to the principals contained a list of duties which they were asked to rank in order of importance according to the time which they normally spend on them. It was thought that this would be a suitable method of identifying their various duties and establishing some kind of composite picture.

The two most important duties were evaluating staff and assisting with instructional resources and teaching aids. Other duties mentioned by the principals and listed here in descending rank order were: appraising and developing programs, providing inservice education, communicating and interpreting board policies, evaluating students, dealing with pupil personnel problems, maintaining and improving the

physical plant, voluntary teaching, and attending community functions.

It should be mentioned that regarding the duty of communicating and interpreting board policies some of the largest rank differences occurred. Two principals rated it as Number 1, one rated it ninth and another eighth. Dealing with pupil personnel problems is another area that showed wide differences. Responses ranged from first to ninth with nearly all other ranks between these. It is not surprising that assistance with instructional resources and teaching aids should rank second because other information gathered by the teacher's questionnaire showed a decided lack of these in the small schools. Aside from textbooks and workbooks supplied free of charge by the Department of Education, these schools had very little by way of library materials and audio-visual materials and equipment.

The principals were also asked to rank in order of importance a number of duties which were expected of a supervising principal. This was designed to identify role expectations as perceived by the principals. What do supervising principals think superintendents, teachers and board members expect most of them?

Five duties emerged in the following order: planning and evaluating curricula, evaluating and reporting on a teacher's performance, innovation and demonstration teaching, dealing with pupils' problems, and maintaining and improving the school buildings. The previous ranking of duties was designed to identify what they actually do in terms of time spent.

Planning and evaluating curricula ranked highest by a fair margin. The raw scores showed four ranked it first and three ranked it second. The remaining principal ranked it fourth.

## THE LEARNING ENVIRONMENT

*"Speak of me as I am; nothing extenuate.*
*Nor set down ought in malice."*

William Shakespeare
Othello V, 11 341-2.

### TEACHERS' OPINIONS

In a sense, everything said so far relates to the learning environment. The teachers' questionnaire, however, contained a major section on the learning environment of the small school. They were asked to respond specifically to thirty-one items in seven major areas with three alternative responses: small school superior; large school superior; about the same. Responses were available from 51 teachers of whom 16 had some experience in a larger Canadian school. The mean number of responses in each category for each of the areas was calculated in order to identify trends in opinions.

A very large majority considered the large school superior in terms of reference materials and the availability of audio-visual aids. Similarly, thirty-nine teachers rated the large school superior in opportunities for organized sports and games and none rated the small school superior. The large school is also seen as superior in extracurricular activities.

A very large majority of the teachers rated the small school superior from the point of view of getting to know students personally; of students having opportunities to learn by observing lessons in grades above their own; of maintaining discipline and having more advanced students tutor beginning students. With reference to the development of a co-operative spirit in the classroom, thirty-two teachers rated the small school superior, eighteen about the same, and none rated the large school superior.

It is quite evident that teachers rated the small school as superior in the area of student learning and interpersonal relationships and in classroom management and discipline. It is also quite evident that they rated the large school as superior in the areas of instructional resources, sports, and extra-curricular activities. The two remaining areas of grouping and individual differences and teachers' working conditions are less clear but show some preference for the large school, particularly in the area of grouping and the provision for individual differences. It is worthy of note that on most of the items which refer to working conditions well over twenty teachers rated the schools as about the same. The two items in this area which show a slight preference to the large schools are opportunities for innovation and supervisory duties which reduce time available for teaching.

## STUDENTS' OPINIONS OF THE LEARNING ENVIRONMENT

The student questionnaire was designed to assess the social learning climate of each classroom. It measured their opinions about school and school experiences generally. The questionnaire consisted of forty items with eight items devoted to each of the following variables: satisfaction, friction, cohesiveness, competition, and difficulty.

Results were available from 737 students in Grades IV to VIII inclusive. It should be noted that, as indicated previously, there were only 79 students in Grades VII and VIII and therefore the sample is largely from Grades IV to VI inclusive.

Since the possible range of scores for each variable was 0 to 16, 8.0 might be considered to be an average and relatively neutral

value for each variable. Judged by this criterion, social cohesiveness and competition are high in these classrooms and satisfaction is somewhat above the midpoint. Friction and difficulty are not far from a neutral value of 8.0. The standard deviations show the greatest variance in satisfaction and the least in cohesiveness. The results suggest that social cohesiveness, competition and satisfaction are above average in these classrooms and friction and difficulty are low.

## STUDENT PERCEPTIONS IN LARGER SCHOOLS

We have hesitated to include a comparison between the small and the large school, partly because the latter lies outside our immediate frame of reference, and partly also because the large consolidated elementary school is now a fact of life on the Island.

Nevertheless the question is worth asking, "how did students in the large elementary schools perceive their learning environments and how did these perceptions compare with those of the students in the remaining small rural schools?"

In order to get some basis for comparison, we selected six consolidated schools across the Island during the same school year in which we surveyed the small schools and gave the same student questionnaire to students in Grades 4 to 8 (44 classrooms with a total of 987 students). This large sample was deliberately taken to obviate any charge of unequal comparison between the two types of schools.

The difference in satisfaction and cohesiveness reveals that students in the small schools rated their classroom higher on satisfaction and cohesiveness than did students in the consolidated schools. The difference is large enough that it cannot be attributed

to chance. Similarly the statistics for friction, competition and difficulty show a significant difference in favour of the small school.

Finally, it is worthy of note that the greatest difference of all between the two types of schools is in the area of satisfaction. The questions behind the statistics on this factor were centred upon whether students like their school experience and enjoy their school work. Clearly the small school is perceived as providing greater satisfaction.

It so happened that at the time of the descriptive survey of small schools on the Island, the senior author was also conducting a research project into a record of daily life on P.E.I. as seen through the eyes of its Grade 12 students. A full report will be made available in the year 2073: it has been lodged in the Provincial Archives until then.

A random sample of 51 diaries, therefore, was obtained from selected small one- and two-room schools. They comprised Grades 4 through 6.

Perhaps the most important single fact that emerges from this comparison is that the pupils in the small schools reveal satisfaction with their school: they like it.

## AN INSPECTORIAL COMMENT

The senior author, with many years of experience as inspector of schools, would place on record the following brief evaluation of the small rural schools visited. He noted that in 1967 one inspector from the P.E.I. Department of Education stated that as these small schools were to be closed, not much money should be spent on them. This advice did not fall on deaf ears of trustees. There was clear evidence, at the time of our visitation, of neglect of school-fabric and facilities. Painting of the exterior, for example, was con-

spicuous by its absence. Nevertheless, the children did not seem to be at any great disadvantage in the primary grades, compared with their peers in the consolidated schools. Bookmobiles called regularly. Specialist music and physical education instructors were visiting the schools on a weekly basis. Out-of-school visits to libraries and ice-hockey rinks were noted. In one case, students had made pottery, fired at a kiln. Some excellent expression-work was seen (e.g. murals, models, mobiles, diaries, nature-tables, science-corners, book-displays). The students themselves were remarkably spontaneous in their reception of us, taking great delight in showing and telling us what they were doing, both in and out of school. On one occasion they foregathered with little P.E.I. flags to wave goodbye to us! There is a great deal to be said for visitation of this kind--which is informal, infrequent, domestic in its setting, and hortatory. In an age when the family might seem to be an endangered species, it was refreshing to hear from these students of their family connections. In one special case, all the children were related to one of two families--and were most proud of the fact!

The conclusion must therefore be that these small schools were, or had become, very desirable centres of learning at the elementary level. It should be added that some 150 colour-slides of the schools were made at the time of the visits, thereby ensuring that some visual record of what the schools were like will be available in the year 2073.

## GENERAL CONCLUSIONS

*"It is a capital mistake to theorise before one has data."*

Sir Arthur Conan Doyle, The Adventures of Sherlock Holmes: Scandal in Bohemia.

Consolidation did not come to Canada like a thief in the night. A striking survey of small high schools in Alberta by one of Canada's best-known educators seemed to confirm many planning experts' deepest suspicions about the small school.[1]

Research in Ontario seemed to convey a similar message:

> *Rural schools have many teachers with long years in the classroom. Also urban teachers hold better qualifications and have more expert consultants available to respond to their requests...It is evident from this survey that the youth living in the rural area does not have the educational opportunity available to the urban youth.*[2]

The Provincial Department of Education on P.E.I. had no doubts about the need for consolidation:

> *Despite the nostalgia many feel for the local one-room school, it is not adaptable to the modern need to fit education to the individual learning abilities of today's students.*[3]

Our results did not bear out the claim by the research in Ontario or by the P.E.I. Department of Education that the small rural school was "not adaptable." On the contrary, our investigation showed conclusively that it is adaptable to modern needs and that wholesome learning environments can be tailored to meet individual differences in age, aptitude and ability. Creativity can be fostered without diminution of the basic skills. Many students and teachers, in both written and oral statements to us, amply demonstrated the philosophy of Robert Bridges (in "The Testament of Beauty"):

> *I too will something make*
> *And joy in the creating.*

---

1. L.W. Downey. Report commissioned by Alberta School Trustees, 1965, pp. 57-58.

2. E.H. Humphreys. Urban-rural Disparity in Ontario Elementary Education, Educational Planning Occasional Papers, No. 18, O.I.S.E., May 1970; cf. also his article, "Equality? The Rural Urban Disparity in Ontario Elementary Schools. "Education Canada, Vol. 11, No. 1, March, 1971, pp. 34-39.

3. Fair Share Programme, Education in the '70s, p. 1.

Certain other shibboleths about the rural school would also seem to be demolished by our survey. These include the following:

1) That the rural school tends to get only unqualified or poorly qualified teachers.

2) That the rural school is staffed by elderly people on the whole.

3) That the rural school teacher has limited teaching experience, from the point of view both of time-span and variety.

4) That only women teach in rural schools with all that that supposedly entails, both in terms of curriculum and out-of-school activities.

5) That teachers gravitate to the rural school and stay put forever and ever.

6) Another familiar indictment against the small school is that support services from qualified, consultative staff are fewer. Ontario research in 1967 and 1969 seemed particularly conclusive on this point.

   Our research, however, disproved this in the case of P.E.I. The advisory services provided by four of the Unit Boards were comprehensive, thorough, and characterized by great charisma.

7) Yet another charge is that the small school is not contemporary; that it is traditional at best and reactionary at worst.

   Our research did not bear this out. Indeed, many of the modern developments such as open space classrooms, small and medium sized group-instruction and individualized instruction, multi-age grouping, and peer education, were also noted as present during our visits, though not distributed uniformly throughout the small schools.

   Many of the teachers had student desks arranged in small circles with a group of perhaps four or five students facing each other and working together on a project such as preparing a tape recording for a language or reading lesson.

   The inventiveness of students lacking the cornucopia of physical education equipment in the consolidated schools did not go unnoticed.

8) Finally there is the confident belief finding expression in Alberta and Ontario that rural school children consider themselves disadvantaged. In what was probably the most important part of our study, we proved the exact opposite to be true in the case of P.E.I. The students in the small rural schools showed more

satisfaction with their school than students in the consolidated schools. There was less friction in the former and more cohesiveness. Yet academic standards were not significantly different.

## THE SMALL SCHOOL: AN ALTERNATIVE TO CONSOLIDATION

> *"(Schools) are built to live in and not to look on; therefore let use be preferred before uniformity, except where both may be had."*
>
> Sir Francis Bacon:
> Of Building.

When, in a hundred years from now, the educational history of this century will have been evaluated many times, some will point to the brick built consolidated elementary school and ask themselves, "was there an alternative?" As a man born to compromise, I suggest there was. Indeed, little Prince Edward Island had stumbled upon it almost by chance. A three-room school built at Middleton in 1962 is still in operation, architecturally pleasing to the eye, the centre of much community activity, and seemingly possessed of all the merits of smallness without the demerits.

Other alternatives were beingtried out, for example, a one-room mobile classroom at St. Felix incorporated many of the advantages of the small school without the disadvantages of inadequate fixtures, poor seating and desk accommodation, inferior heating and lighting, etc.

Over fifty years ago now, a man called E.G.A. Holmes wrote a book called "What is and What Might Be." I like to think I held a post not unlike the one he held, for as chief inspectors both, though owing a different allegiance, we might be supposed to know something about the need for change and how best to implement it. Holmes was concerned with the quality of the teacher, whom he described as follows:

*The wise teacher will base his system of education on whole-hearted trust in the child's unrealized possibilities, and on partial distrust of himself. He will assume at the outset that the child has an instinctive desire--not the less genuine because it is largely subconscious--for self-development, for knowledge, for social order. He will give him as far as lies in his power, abundant and varied food for mind, and heart and soul. He will give him stimulus--if he can, and if he thinks the child can react to it--the stimulus of a magnetic personality, not the unwholesome stimulus of bribes and threats. He will give him guidance, sparingly and judiciously--the guidance that attracts, not the guidance that compels. He will give him instruction when he thinks it will profit him, and will give it more readily and more effectively when it is spontaneously sought. And he will give him disciplinary direction when he feels that he cannot do otherwise. But he will do his best to encourage self-discipline and self-instruction; for he will know that the former is the real moulder of character, and the latter the real fountain-head of knowledge. If the child is one of many pupils, he will encourage a free social life among them, discouraging competition as far as possible, and giving opportunities for team work in school and out of school, and other modes of cooperation, so that the spirit of comradeship, with the higher developments of love and devotion that are latent in it, may have fair play.*

*For the rest, he will keep discreetly in the background, leaving the work of education in the main to the spontaneous energies of the child's unfolding nature, and waiting patiently for that nature to reveal itself--first as expanding life for the child, and then as guiding light for the child and for himself.*

*The child who had been brought up under such auspices as these would have made a happy start in the life of self realization.*

May I take Holmes' ideal teacher, Egeria, and place her in my ideal elementary school. The ground plan is attached and the legend describes its main features. To them I would add the following:

(a) The central hall, or assembly hall, is a place where all students in the school can meet together. A sense of total belongingness is thereby encouraged.

(b) The hall also provides space for communal activities in the school, e.g. a midday meal. Opinions differ about this, but if the social and cultural and interpersonal values associated with communal eating are to be realized, space must be provided, together with appropriate stacking tables and chairs.

(c) The hall may serve as a gymnasium in class time.

(d) The hall may be used as a resource centre when required. Book trolleys and shelving provide for easy conversion. The services of a mobile book-library are still available--indeed, there is much to be said for a continuous change of some types of reading material as well as the more static and necessary kind of reference.

(e) The hall provides space for parents, home-school association and other community groups to meet. They conveniently fill it without being lost in it or having to meet in a classroom with all the limitations that provides (e.g. cramped seating conditions from wrong size of furniture).

(f) The provision of a school-kitchen means properly-balanced meals can be provided for children. Eating together as an extension of family-life has never been fully explored in elementary schools. Moreover, such service gives parents and others a chance to serve the school in a voluntary capacity. Why shouldn't mums and dads (and their mums and dads!) be more visible at such times, even sitting and conversing with the children.

(g) The opportunity for the school to become a centre for adult education in the community becomes a reality. Years ago, Henry Morris propounded the theory (and practice) of village-colleges as a communal centre for a group of villages, providing both educational and recreational facilities, some vocational, some for leisure hour pursuits. Morris was thinking of larger centres; but the concept can be transplanted into a more specifically Canadian context where a sense of local roots is deeply embedded in rural communities.

(h) Another aspect of the three-room school is that though each classroom is self contained, it is not shut off: each opens into the central assembly-hall and has easy access to it. The values of openness or seclusion--both necessary for small children--are thus madeavailable.

(i) Parking facilities outside the school are provided, but there is not the massive movement of fleets of buses at the opening and closing of the school-day. Our research into small schools in P.E.I., and in Britain and Australia suggested the majority of parents brought their children to school by car; and it was never too far away from "home." Learning for family living in the home finds a natural extension into the school.

(j) A large playing field surrounds the school, providing opportunities for physical education, games and athletics, not only for the children at school but also for community teams in the evening or at week-ends. This provides an additional focus for the whole community within the school's catchment area.

(k) The indoor washrooms (toilets) are connected to a septic tank in one corner of the playing field area.

(l) A paved school-yard runs the whole length of the school at the back, thus providing playground space for twelve months in the year.

(m) The services of itinerant visiting specialists (so generously provided by P.E.I. School Boards prior to small schools' closure) would still be available. This has proved highly successful in terms of human and material resources. Music and Art and Physical Education teachers all could call at the school. Again, though the school would have its own television set, radio, and

record player, the opportunity for students to see films would be available through the Board's peripatetic audio-visual service. Taking services to the school in these ways has overcome many of the problems of isolation. The Tasmanian experience has been particularly successful in this regard. A whole range of health services might also be located in the school on a rotating basis, ranging from pre-natal advice to care of senior citizens.

(n) The school is still close enough to its enlarged community to be able to draw on local expertise at will. Given the present trend for people to move out of town into country areas, this could be very considerable, and almost certainly would be available to the school on request. Our research into small schools on other continents indicated extensive use by the small school of this latent, surrogate teaching force. In Canada, a Report by the Council on Rural Development noted that satisfaction with work activities appeared to be very high among rural women. A report by Her Majesty's Inspectors in Britain on 60 small schools noted how these schools in various ways provided employment for 224 people, mostly women, in full or part-time capacities. In all cases they were local people, living in the area, and in many cases it was the only regular employment available for women.

(o) Though perhaps not essential in all cases, the model school shown here has a purpose-built house adjacent to the school available for the incumbent principal. The close, interpersonal relationship between teacher and family is thereby made more visible.

(p) The school at Warter is built for 75 children, ages 5 to 11 years. There are three full-time teaching staff, including the principal.

(q) The total cost of building the school in 1973 was $69,000 or £169,278 (£1 = $2.4533 averaged for 1973).

SMALL SCHOOLS: AN ARGUMENT CONTINUED

In Britain, in Canada, in the U. S., the movement to larger units of local administration has undoubtedly brought benefits. But in the process it has also bred alienation, apathy, withdrawal and discontent in people who see decision-making powers over their own personal and social life still further removed from sight. It would seem therefore that the closer decision-making powers are to the people involved in those decisions, the better they feel.

Yet the tide of consolidation flows blissfully along. Doubts expressed about the usually accepted wisdom that larger school districts make for increased efficiency seem to be ignored. In an article by R. Daft and S. Becker in the Alberta Journal of Educational Research (September, 1978) the authors say that:

> *. . .there appear to be mixed blessings associated with large district size. The large districts. . .provided more specialized services, and they were able to obtain sufficient revenues to meet a variety of organizational and educational requirements. But proportional costs of overhead personnel were greater.*

The same accusing finger is pointed elsewhere. J.A. Riffel (in "The Small Schools Question" in the Summer, 1979 issue of Education Canada) writes:

> *Research has not been able to demonstrate what large schools are good for: significant diseconomies of scale may result from consolidation due to increased transportation and administrative costs; and the enriched specialized programs of large schools seem to be attained at the cost of community participation and intimate student-teacher relationships.*

Michael J. Keane of the University of Prince Edward Island writes (in "Economics and the Size of Rural Schools" the Canadian Journal of Agricultural Economics, Vol. 26, 1978) that:

> *the cost analysis. . .indicates that there are some cost savings associated with larger elementary schools. However, the economies are not very substantial and beyond a certain size may be offset by other factors. One is transportation costs. Within a more general framework there may be other types of costs as well. The term environmental values and identity which communities feel occurs with our closure of the local school.*

Professor Keane goes on to say that:

> *the direction of population change is usually accepted as an overall indicator of growth anddecline amongst areas. . . .The evidence is suggestive and indicates that areas with small schools have fared much better in terms of their ability to retain population than similar areas without schools.*

His conclusion is simple and direct:

> *Centralized solutions may be no more efficient than decentralized ones and may in fact be less beneficial to the communities they are supposed to help.*

In Britain (where the spirit of group organization runs in the blood!) the increasing number of small school closures has led to the creation of the "Anti Village School Closure Movement." Local groups have emerged to protect local schools, e.g., D.O.V.E. (Defenders of Village Education) which puts out an excellent newsletter. Last year the District Councils' Association, after an extensive survey, finally concluded that many of the 500 or so village primary schools scheduled to close could be saved if planners allowed those villages to develop. Yet again, research has extolled the virtue of "vertical grouping" in the primary grades: here, small families of children of different ages may be grouped for certain periods of the day. "Helping-teaching" as a concept has been widely praised: here, older children help younger children with their reading, for example. We have had this in small rural schools, however, for years.

For these reasons, among others, I doubt the wisdom of "twinning" small schools. The family unit is broken; and is not the argument that teachers can only teach one grade level surely suspect? We need to think in terms of what I call the versatile teacher, one who can teach several "subjects" in an integrated way to more than one age level. The social climate of learning in the small school is well suited to such teaching methods. It is generally agreed that parents of children in small schools have at least the opportunity of closer contact with the teacher. Taking children out of the local school five days a week would seem to weaken the home-school link so vital in the early stages of school life.

If we add to this the fact that, at the primary stage, the young child needs to have the chance to perceive a small family unit within which he can find emotional anchorage and develop a concept of self-esteem, then should we not consider very carefully if we are wise in closing institutions which manifest such a desirable learning environment?

Recently, in the United States, a much more serious question is being raised: that of the impartiality of some administrators favouring centralization policies.

> ***The analysis of recent studies of Vermont School District organization reveals an inherent bias amoung Vermont educational policy makers favouring consolidation - bias recognized and even accepted as part of the conventional wisdom of administrative policy. There has been little substantive evidence introduced in the studies to support the claims made for centralization.***
>
> From J. P. Shea in Education in Rural America *The Reassessment of Conventional Wisdom* Westview Press, 1977.

Elsewhere in the U. S. small articles are beginning to appear in praise of the one-room schoolhouse, and not necessarily in a rural environment.

One other, graver thought occurs to trouble the mind's eye. Given the worsening international scene, the endless spiral of transportation costs based on escalating oil prices (and no end in sight), plus the increased dangers of nuclear war and nuclear fall-out, might not a dispersed school population, at least in the primary grades, be considered a prudent proposition, all the more so when based, as it would be, on a strong infrastructure of small, homogeneous communities?

## EPILOGUE

That wise old Roman, Lucretius, once said: (in his *de rerum natura*):

*Res mutantur et nobis mutandum est.*

*Times change, and we must change with them.*

To put the clock back and rebuild one or two teacher schools would be impracticable. Rather, we should say with Wordsworth:

*We will grieve not, rather find*
*Strength in what remains behind,*
*In the primeval sympathy,*
*Which having been must ever be.*

But much can yet be done. In areas where future consolidation plans are mooted, the viability of small schools along lines already suggested should be considered.

In those areas which have lost their school, efforts can still be made to refocus a cultural life. Prince Edward Island in particular is rich in voluntary associations and activities of many kinds. These thrive best in a local setting, giving the individual a greater feeling of identity within the community. "Small" should not apply to schools in isolation. It could apply equally to businesses, farms, shops, clubs, societies of every kind. In this respect the govern-

ment moratorium on development of large shopping malls across P.E.I. seems timely.

As for existing consolidated schools, particularly at the secondary level, attention needs to be given to the nature of local vocational needs. Clusters of courses should be developed relating to preparation for work in farming, animal husbandry, fishing, and the tourist industry. This is not to suggest the processing of a rural proletariat. The texture of family - based livelihoods on P.E.I. is deep ingrained, and the dignity of traditional occupations fully appreciated. Institutions of higher learning (Holland College and the University in the case of P.E.I.) should also consider continuation of this kind of learning into the adult stage - indeed, throughout life.(1) Every opportunity should be taken in pre-service and in-service courses for teachers, to reproduce the very desirable learning environment which the small school seems to engender. There are already encouraging signs that this is happening in the consolidated elementary schools which have replaced the one and two teacher schools.

There are more general factors conducing to smallness today, well put by C. B. Handy in an address to the Royal Society of Arts in 1979:

(1) For development of this concept, v. E.L. Edmonds (ed.) The Adult Student: University Challenge (1980).

> *But there is another pressure towards smallness. In work organizations authority is becoming increasingly personal. People do not obey, they agree. Some call it the decline of deference, others the rise of individuality (it depends which side you are on!). The practical effect is that you cannot lead or influence people in organizations unless you can relate to them personally and that puts an effective limit on unit size..... 85% of Britons, in one survey, would like to live in a village. They may be fantasizing about village life but they are also saying something about the appropriate size of communities. (1)*

So, it seems, are Prince Edward Islanders. By 1982, the Unit III Regional Board estimates there will be more children in the Cornwall area alone than in the whole of Charlottetown. One hardly thinks their parents are fantasizing?

Dr. Johnson once spoke of:

*The close and copious vagueness of the English language;*

and the word 'small' may perfectly illustrate this. But in relative terms, it does seem small is still beautiful!

(1) Journal of the Royal Society of Arts, February 1979, p. 135.

# BIBLIOGRAPHY

Abegweit Was Their Home. Rocky Point, Prince Edward Island: Micmac Village Encampment and Crafts, 1970.

Anderson, Gary J. The Assessment of Learning Environment: A Manual for the Learning Environment Inventory and the My Class Inventory. Halifax, N.S.: Atlantic Institute of Education, February, 1971.

Anderson, Gary J. "Effects of Classroom Social Climate on Individual Learning," (summary of author's doctoral dissertation). American Educational Research Journal, Vol. 7, No. 2, March, 1970, pp. 135-152.

Anderson, Gary J., and Walberg, Herbert J. "Class Size and the Social Environment of Learning: A Replication." The Alberta Journal of Educational Research, Vol. XVIII, No. 4, December, 1972, pp. 277-286.

Andrews, John H. M. "The Effects of Secondary Consolidation upon Achievement in Fundamentals and Unit Cost." Unpublished M. A. dissertation, University of British Columbia, 1954.

Bailey, Jon S., Timbers, Gary D., Phillips, Elery L., and Wolf, Montrose M. "Modification of Articulation Errors of Pre-delinquents by their Peers." Journal of Applied Behavior Analysis, No. 4, Winter, 1971, pp. 265-281.

Bailey, Roland. The Crisis of the Rural School. London: National Society and S.P.C.K., 1955.

Baird, D.M. Prince Edward Island National Park The Living Sands. Ottawa: Geological Survey of Canada, Dept. of Mines and Technical Surveys, 1962.

Bamford, T.W. The Evolution of Rural Education. Research Monograph. Yorkshire: University of Hull Institute of Education, 1965.

Barker, Roger G., Gump, Paul V., et al. Big School, Small School. Stanford, California: Stanford University Press, 1972.

Bathurst, Effie G. and Franseth, Jane. Modern Ways in One- and Two-Teacher Schools. Washington: United States Government Printing Office, 1951.

Bolger, Francis W.P., (ed.) Canada's Smallest Province: A History of P.E.I. Charlottetown, Prince Edward Island Centennial Commission, 1973.

Bracey, H.E. English Rural Life. Village Activities, Organizations and Institutions. London: Routledge & Kegan Paul, 1959.

Bryan, J. Ingram. "A Boy of Isle St. Jean." Unpublished manuscript, 1935.

Buchanan, Sir Colin, and Crow, Geoffrey. "An Integrated Transport System." Journal of the Royal Society of Arts. Vol. CXXII, No. 5211, February, 1974, pp. 117-128.

Campbell, D. History of Prince Edward Island. Belleville, Ont.: Mika, 1972.

Clarke, A.H. Three Centuries and the Island. A Historical Geography of Settlement and Agriculture in Prince Edward Island, Canada. Toronto: University of Toronto Press, 1959.

Clarke, S.C.T., and Richel, Sandra. The Effect of Class Size and Teacher Qualifications on Achievement. Research Monograph #5, April, 1963. Edmonton: The Alberta Teachers' Association.

Callbeck, L.C. The Cradle of Confederation. Fredericton: Brunswick Press, 1964.

The Condition of the Primary Schools in the East Riding of Yorkshire. Willerby, Hull, Yorks: Hull Printers Ltd., 1967.

Downey, Lawrence W. The Small High School in Alberta. Edmonton: Alberta School Trustees' Assoc., 1965.

Edmonds, Edward L. "A Record of Daily Life on Prince Edward Island as seen Through the eyes of Grade XII Students." Paper read at the Annual Conference of CSSE, Edmonton, June 4, 1975.

Edmonds, Edward L. The Small School is Dead: Long Live the Small School. Monograph. Ottawa: The Canadian School Boards Research and Development Trust, April, 1978.

Edmonds, Edward L. "Small Schools: An Argument Continued." Canadian Education Association Newsletter, March-April, 1980.

Edmonds, Edward L. "Thoughts on the Rural School." Occasional Research Papers, No. 4, Saskatchewan School Trustees' Association, 1970.

Edmonds, Edward L. (ed.) The Adult Student: University Challenge. Charlottetown Island Offset, 1980.

Edmonds, Edward L. & Bessai, Frederic. Five Small Rural Schools in the Pennines of Yorkshire, England: A Study in Educational Style. Mimeograph, 1976.

Edmonds, Edward L. & Bessai, Frederic. "Is The Small School Obsolete?" A Paper presented at the Learned Societies' Conference, Toronto, June 7, 1974.

Edmonds, Edward L. & Bessai, Frederic. Small Rural Schools in Cheshire, England. A Study in Educational Life-Style. Mimeograph, 1976.

Edmonds, Edward L. & Bessai, Frederic. "Small Schools: The Myth and the Reality. "Abegweit Review, Vol. 2, No. 2, Fall, 1975, pp. 39-55.

Edmonds, Edward L., Sheppard, Marlene & Bessai, Frederic. Small Rural Schools in Australia. Mimeograph, 1979.

Education in Rural Areas. London: Commonwealth Secretariat, 1970.

Education in the '70's. Charlottetown: Prince Edward Island Department of Education, 1972.

An Evaluation System for the Prince Edward Island Development Plan: Methodologies and Data Requirements. Cambridge, Mass.: ABT Associates Inc., January 1, 1969.

Fox, Robert, Luszki, Margaret, and Schmuck, Richard. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates Inc., 1966.

Flanagan, Neil. "Don't Judge a School by its Cover." The Practising Administrator. Australia: Queensland Institute for Educational Administration, June, 1973.

France, Norman. The Influence of a Daily Bus Journey on Pupil Achievement. Regina: Saskatchewan School Trustees' Association, Research Centre, Report #2, 1971.

Franseth, Jane. Supervision in Rural Schools: A Report on Beliefs and Practices. Washington: U.S. Government Printing Office, 1955.

Goodman, Paul. "The Tiny Schools: A Prescription for Teaching Reading." The Toronto Education Quarterly, Vol. VII, No. 2-3, Winter-Spring, 1968, pp. 2-6.

Handy, Charles B. Education For Capability. Journal, Royal Society of the Arts, No. 5271, Vol. CXXVII, February, 1979.

Harrison, Bruce, and Downey, L. W. "Improving Educational Opportunities in Small High Schools." The Canadian Administrator, IV, March, 1965, pp. 21-24.

Hart, George Edward. The Story of Old Abegweit. A Sketch of Prince Edward Island History, Charlottetown, 1935.

Harvey, D. C., (ed.) Journeys to the Island of St. John. Toronto: MacMillan Co. of Canada, 1955.

Hawley, Dave E. & Sackney, Lawrence E. Regional Units of Administration: A Report of an Investigation. Saskatoon: The Saskatchewan Teachers' Federation, May, 1969.

"Heritage Foundation." Quarterly Newsletters, Charlottetown, P.E.I.: February, 1971.

Holmes, Edmond, G. A. What Is and What Might Be. London. Constable, 1911.

Humphreys, Edward H. "Equality? The Rural-Urban Disparity in Ontario Elementary Schools." Education Canada, Vol. II, No. 1, March, 1971, pp. 34-39.

Humphreys, Edward H. "Equality and Rural Schools: Results of Surveys in 1967 and 1969. "Alberta Journal of Educational Research", Vol. XVIII, No. 2, June, 1972, pp. 111-123.

Kreitlow, Burton W. "Reorganization Makes a Difference." The NEA Journal, Vol. 50, March, 1961, p.55.

Laws of Prince Edward Island. School Act. Charlottetown: Queen's Printer, 1971.

Lee, T. "On the Relations Between the School Journey and Social and Emotional Adjustment in Rural Infant Children." British Journal of Educational Psychology. Vol. 27, June, 1957, pp. 157, pp. 101-114.

The Local Government Operational Research Unit, Royal Institute of Public Administration. Royal Commission on Local Government in England. Research Studies 4, Performance and Size of Local Education Authorities. London: Her Majesty's Stationery Office, 1968.

Local Studies. Ministry of Education Pamphlet No. 10. London: Her Majesty's Stationery Office, 1948.

Lowth, Frank J. Everyday Problems of the Country Teacher. New York: The MacMillan Company, 1936.

MacArthur, F.H. Legends of Prince Edward Island. Charlottetown: H.M. Simpson Ltd., 1966.

MacDonald, A.F. & O'Connell, H.J. Selected Annotated Bibliography of Recent Research on Rural Life on Prince Edward Island. P.E.I. Community Studies, Report No. 1, Dept. of Sociology and Anthropology. Charlottetown: University of P.E.I., 1972.

MacDougall, Arlene, and MacEachern, Violet. The Banks of the Elliott. Charlottetown, Irwin Printing Co. Ltd., Sept. 1973.

MacLeod, Salome. Memories of Beach Point and Cape Bear. Cape Bear: By the Author, 1973.

Memorandum of Agreement between the Province of Prince Edward Island as Represented by the Minister of Education and the Prince Edward Island Teachers' Federation. Charlottetown: Department of Education, 1972.

O'Grady, Brendan. A Century in Education 1873-1973. Charlottetown, The Congregation of Notre Dame in Prince Edward Island, 1973.

Organization of Education from Form 1 Upwards in Rural Areas. Wellington, New Zealand: Department of Education, November, 1971.

Organization for Economic Cooperation and Development. External Examiners' Report on Educational Policy in Canada. OECD, 1976.

Prince Edward Island Department of Education Annual Reports. Charlottetown: Dept. of Education. Yearly.

Prince Edward Island Development Plan Action. Charlottetown, P.E.I.: Dept. of Development, n.d.

Prince Edward Island, Federal-Provincial Agreement (as amended by No. 1, of June 21, 1971) Covering a Comprehensive Development Plan for Prince Edward Island. Ottawa: DREE, n.d.

Prince Edward Island Journal of the Legislative Assembly. Charlottetown: Queen's Printer, Yearly, 1839- .

Program of Studies for the Schools of Prince Edward Island. Curriculum Branch. Charlottetown: Dept. of Education, 1973-74.

Rayburn, Alan. Geographical Names of Prince Edward Island. Toponymy Study 1, Canadian Permanent Committee on Geographical Names. Ottawa: Surveys and Mapping Branch, Dept. of Energy, Mines and Resources, 1973.

Rideout, E. Brock, and Najat, Sandra. City School District Reorganization: An Annotated Bibliography. Toronto: The Ontario Institute for Studies in Education, 1967.

Royal Commission on Agriculture and Rural Life, Report No. 6. Rural Education. Regina: Government of Saskatchewan, 1956.

The Rural School Handbook. Hawke's Bay, New Zealand: Hawke's Bay Board, 1972.

Rural Subjects in Secondary Schools. Edinburgh: His Majesty's Stationery Office, 1952.

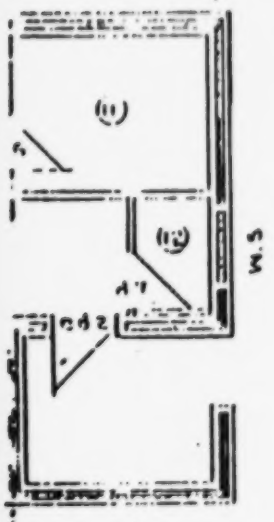
Schumacher, Ernest F. Small is Beautiful. London, Blond and Briggs, 1973.

Scottish Education Department. School Building in Scotland, Edinburgh, Her Majesty's Stationery Office, 1956.

Tickell, Gerry. Small Community (in H. Schoenheimer Good Australian Schools and their Communities, Victoria: Technical Teachers Association of Victoria, 1973).

Tyre, Robert. Tales out of School. A History of the Saskatchewan Teachers' Federation. Toronto: W. J. Gage, 1968.

BEST COPY AVAILABLE




LEGEND

(1) ___ QUIET CLASS
(2) ___ MATHS + SCIENCE
(3) ___ GIRLS LAVS.
(4) ___ BOYS LAVS.
(5) ___ CLOAKS
(6) ___ LIBRARY
(7) ___ CLASS
(8) ___ ARTS + CRAFTS
(9) ___ GENERAL
(10) ___ KITCHEN
(11) ___ STORE
(12) ___ KITCHEN STAFF
(13) ___ TOILETS
(14) ___ LAVS. + CLOAKS
(15) ___ CLEANER
(16) ___ STORE
(17) ___ CHAIRS
(18) ___ STAFF LAV.
(19) ___ MITERS
(20) ___ ENTRANCE
(21) ___ STAFFROOM
(22) ___ RE. STORE
(23) ___ HALL

FLOOR SCHEDULE

CARPET — 1, 6, 7, 13, 21.
QUARRY TILE — 3, 4, 5, 14, 20.
V.A.T. — 2, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

| | | |
|---|---|---|
| W.S. STEWART R.I.B.A. COUNTY ARCHITECT : BEVERLEY | | |
| FLOOR PLAN | SCALE 1:100 | DRAWN BY W.S.S. REVISED |
| MARTIN C.E. SCHOOL. | | |
| DATE OCT 1962 | APPROVED BY | DRAWING NUMBER |

MADE IN U.S.A.

BEST COPY AVAILABLE